



# Ensuring Discipline Contributes to a School Culture that Serves all Students: Including Students with Disabilities

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## Basis of Concerns About Disproportionate Discipline of Students With Disabilities (CRDC 13/14):

- 2.8 million K-12 students received 1 or more out of school suspensions, 660,000 of them had IEPs
- Students with disabilities disciplined >2X as often as peers (11% v 5%)
- Boys, especially boys of color, are more likely to be expelled from school w/out educational services
- 100,00 students restrained or secluded, 67,000 had IEPs
- H.S. students with disabilities are 1.3 X as likely to be chronically absent from school than peers



## Research on Long-term Impact of Suspensions

- Being suspended just once in 9<sup>th</sup> grade doubled risk of dropping out (Balfanz, Byrnes & Fox 2013)
- Delinquency and aggressive behaviors trigger by academic engagement (Toldson, McGee & Lemmons 2013)
- Suspensions correlated with retention and dropping out estimated to increase cost of education in Texas by upwards of \$1 billion dollars (Marchbanks et al., 2013)



## **The National Center for Special Education in Charter Schools Equity Coalition Statement on School Discipline**

**Charters Schools are Able to Create Inclusive, Positive Environments to  
Provide ALL Students a Quality Education**

**June 13, 2016**

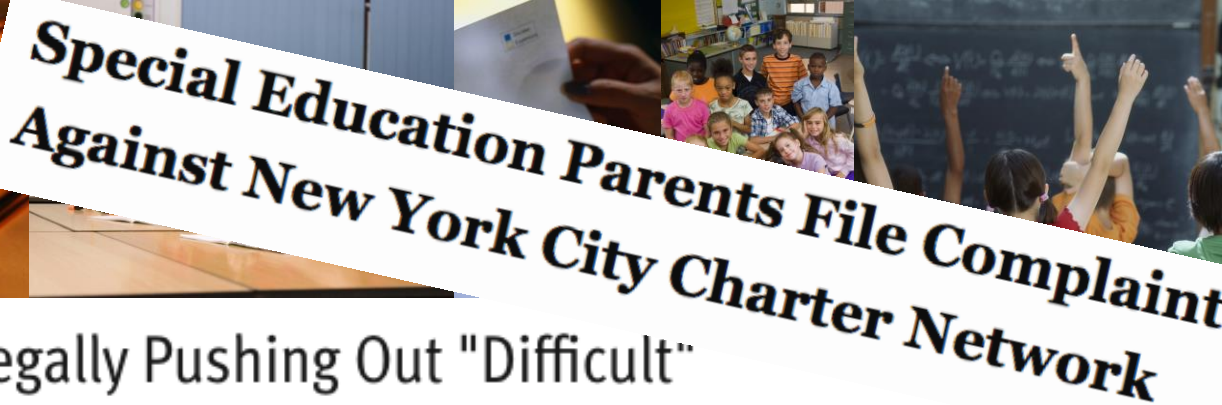
The public charter school sector has demonstrated great potential to create safe, caring and orderly schools that have good reason to be proud of the academic growth of their students. However, some charter schools are criticized for their student discipline practices — including suspension, expulsion, and other actions resulting in the removal of students from the classroom — that disproportionately exclude and impact students with disabilities.

Exclusion of students with disabilities, in particular those with emotional or behavioral disabilities, does not foster a positive school climate, nor does it help create the opportunity for a high quality education. Sacrificing the educational welfare of some children to achieve the academic progress of others is the wrong paradigm: the academic success of *all* children should be our priority.

This is a solvable problem. Effective instruction includes effective behavior management that should significantly reduce the need to introduce disciplinary actions. We know that this is being accomplished daily in high performing charter schools that accommodate student differences while supporting optimal learning. Their example should encourage all charter schools—indeed, all public schools—to explore how best to serve students with a broad range of social-emotional needs.

Expanding Positive School Culture in  
the Charter School Sector





# **Special Education Parents File Complaint Against New York City Charter Network**

**NYC Charter Schools Are Illegally Pushing Out "Difficult"  
Kids, Report Alleges**

**Civil Rights Suspended: An Analysis of New York City Charter School Discipline Policies**

**'No excuses' no more? Charter schools rethink  
discipline after focus on tough consequences**

**Charter School Allegedly Forces Out  
Students With Disabilities**

***Charter Schools Suspend Black and Disabled Students More, Study Says***



# NYC Special Education COLLABORATIVE

## Behavior Supports, Culturally Responsive Teaching, and Social/Emotional Learning

Inclus

SEPT 1

2

OCT 2

2

2

NOV 1

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SEPT

**26** Ensuring a Foundation for Excellence: Exploring Routines, Procedures and Systems in Building a Vibrant School Culture  
9:00 a.m. - 12:00 p.m.

**28** CPI Part 1: Verbal De-escalation and Principals of Personal Safety\*  
9:00 a.m. - 4:30 p.m.

**2** Think Smart: Mindsets + Skill Sets = Results (Mini-Conference)  
9:00 a.m. - 4:00 p.m.

**9** Practicing Disability Justice: Ableism, Mass Incarceration, and Movements for Racial Justice (Breakfast Keynote)  
9:00 a.m. - 11 a.m.

**9** Affinity Group for White Educators: Becoming an Anti-Racist Ally 5:30 p.m. - 8:30 p.m.

**7** Using Collaboration and Data to Drive the FBA/BIP Process  
9:00 a.m. - 12:00 p.m.

**9** CPI Part 1: Verbal De-escalation and Principals of Personal Safety\*  
9:00 a.m. - 4:30 p.m.

**13** CHAMPS: A Positive and Proactive Approach to Classroom Management (Mini-Conference)  
9:00 a.m. - 4:00 p.m.

**14** Coaching Classroom Management (Mini-Conference)  
9:00 a.m. - 4:00 p.m.



## 2016 FALL EVENTS OVERVIEW BY STRAND

Register Online: [NYCsped.org/events](http://NYCsped.org/events)

### Behavior Supports, Culturally Responsive Teaching, and Social/Emotional Learning

SEPT	2	Ensuring a Foundation for Excellence: Exploring Routines, Procedures and Systems in Building a Vibrant School Culture 9:00 a.m. - 12:00 p.m.
OCT	28	CPI Part 1: Verbal De-escalation and Principals of Personal Safety 9:00 a.m. - 4:30 p.m.
NOV	2	Think Smart: Mindsets + Skill Sets = Results (Mini-Conference) 9:00 a.m. - 4:00 p.m.
NOV	9	Practicing Disability Justice: Ableism, Mass Incarceration, and Movements for Racial Justice (Breakfast Keynote) 9:00 a.m. - 11 a.m.
NOV	9	Affinity Group for White Educators: Becoming an Anti-Racist Ally 5:30 p.m. - 8:30 p.m.
DEC	7	Using Collaboration and Data to Drive the FBA/BIP Process 9:00 a.m. - 12:00 p.m.
DEC	9	CPI Part 1: Verbal De-escalation and Principals of Personal Safety 9:00 a.m. - 4:30 p.m.
DEC	13	CHAMPS: A Positive and Proactive Approach to Classroom Management (Mini-Conference) 9:00 a.m. - 4:00 p.m.
DEC	14	Coaching Classroom Management (Mini-Conference) 9:00 a.m. - 4:00 p.m.

### English Language Learners

AUG	29	What You Need to Know About ELL Identification and the NYSTELL (Webinar) 1:00 p.m. - 2:00 p.m.
SEPT	22	Working with Your ELL Families: Best Practices and Legal Mandates (Webinar) 1:00 p.m. - 2:00 p.m.
SEPT	28	Analyzing ELL Baseline Data 1.0 9:00 a.m. - 12:00 p.m.
SEPT	28	Analyzing ELL Baseline Data 2.0 1:00 p.m. - 4:00 p.m.
NOV	2	ELL Recruitment and Retention (Webinar) 1:00 p.m. - 2:00 p.m.
NOV	18	ELL Engagement in the Classroom 9:00 a.m. - 12:00 p.m.
DEC	1	Power-Packing Instruction for Long-Term ELLs: A Teacher's Toolbox (Mini-Conference) 9:00 a.m. - 4:00 p.m.

### Inclusive Practices

SEPT	16	Co-Teaching 101: The What, Why, and How 9:00 a.m. - 12:00 p.m.
SEPT	20	Effective and Sustainable Co-Teaching: Continuing the Conversation with Marilyn Friend (Mini-Conference) 8:30 a.m. - 3:00 p.m.
OCT	20	Implementing Co-Teaching Models
OCT	26	Co-Teaching Models
NOV	10	Using Data to Differentiate Writing Instruction in an ICT Classroom 9:00 a.m. - 11:00 a.m.
NOV	16	No Fail Co-teaching: Using the CTIME Process for Continuous Improvement with Wendy Murawski (Mini-Conference) 9:00 a.m. - 4:00 p.m.
NOV	29	Supporting Paraprofessionals in an Inclusive Environment 1:00 p.m. - 4:00 p.m.
NOV	29	Integrating Speech and Language Strategies into ELA 9:00 a.m. - 12:00 p.m.

### Instruction and Intervention Supports

SEPT	1	Wilson Reading: Training and Programmatic Overview 9:00 a.m. - 3:00 p.m.
SEPT	2	Wilson Reading: Training and Programmatic Overview 9:00 a.m. - 3:00 p.m.
SEPT	9	Introduction to Guided Reading 12:00 - 3:00 p.m.
OCT	11	Foundations Kindergarten 9:00 a.m. - 3:30 p.m.
OCT	12	Foundations Grade 1 9:00 a.m. - 3:30 p.m.
OCT	13	Foundations Grade 2 9:00 a.m. - 3:30 p.m.
NOV	3	Using F&P Data to Drive Guided Reading 9:00 a.m. - 12:00 p.m.
NOV	3	Reading Fluency Techniques and Strategies 1:00 p.m. - 3:00 p.m.
NOV	9	Wilson Step-Back Session 12:30 p.m. - 4:00 p.m.

### Leadership and Coaching

OCT	25	TNTP: Developing Teachers' Mindsets for Students to Achieve 8:30 a.m. - 10:30 a.m.
NOV	30	Effective Supervision, Coaching, and Evaluation of Teachers with Kim Marshall (Mini-Conference) 9:00 a.m. - 4:00 p.m.
NOV	30	TNTP: Communicator

### Staff Development

AUG	26	Special Populations Boot Camp 8:30 a.m. - 4 p.m.
SEPT	14	Special Populations Boot Camp 8:30 a.m. - 4 p.m.
SEPT	19	SEIS 101 and Using Reports to Push Compliance 9:00 a.m. - 12:00 p.m.
SEPT	29	SPED Billing Practicum 1:00 p.m. - 4:00 p.m.
SEPT	17	Disciplining Special Populations - Can I Suspend and What Should I Watch Out For? 9:00 a.m. - 12:00 p.m.
SEPT	19	Building the Responsive Classroom: Create a Safe, Joyful Environment that Fosters Rigorous Learning 9:00 a.m. - 12:00 p.m.
SEPT	20	High Quality IEPs: Collaboration and the Common Core 1:00 p.m. - 4:00 p.m.
SEPT	26	Response to Intervention: The What, Why and How 1:00 p.m. - 4:00 p.m.
NOV	8	10 Ways to Coach Your Special Education Team 9:00 a.m. - 12:00 p.m.
NOV	14	Section 504: Policy and Practice 9:00 a.m. - 12:00 p.m.

\*CPI is available to Enhanced and Premier members only

Expanding Positive School Culture  
the Charter School

## English Language Learners



# Discussion Questions

Expanding Positive School Culture in  
the Charter School Sector





How can schools create inclusive environments of learning, which ensure that all students, including those with discipline issues, can reach their potential?





What do your existing policies and practices say about your philosophy of equity and inclusion in student learning?



# How do indoctrinate “front line” staff with your discipline practices?

Expanding Positive School Culture in  
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When/how do you  
consider punitive  
measures that remove  
a student from his/her  
classroom?





## References

- Balfanz, R., Byrnes, V., & Fox, J. (2013 , January ). Sent home and put off - track: The antecedents, disproportionalities, and consequences of being suspended in the ninth grade . Paper presented at the Closing the School Discipline Gap: Research to Practice conference, Washington, DC
- Losen, D. J., & Martinz, T.L., (2013). Out of School and Off Track: The Overuse Of Suspensions In American Middle And High Schools. UCLA Civil Rights Project
- Marchbanks , M. P., III, Blake, J., Booth, E. A., Carmichael, D., Seibert, A. L., & Fabelo, T. (2013 , January ). The economic effects of exclusionary discipline on grade retention and high school dropout . Paper presented at the Closing the School Discipline Gap: Research to Practice conference, Washington, DC.
- Toldson, I. A., McGee, T., & Lemmons, B. P. (2013 , January ). Reducing suspensions by improving academic engagement among school - age Black males . Paper presented at the Closing the School Discipline Gap: Research to Practice conference, Washington, DC.
- U.S. Department of Education, Office for Civil Rights. (2016). 2013-2014 Civil Rights Data Collection: A First Look. Washington, DC: Author



## Additional Questions?

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